



**AMAR SEVA SANGAM**  
Rehabilitation. Empowerment. Inclusion

**ANNUAL DONOR REPORT**

# VILLAGE BASED REHABILITATION

## Service provided for Children and Youth



**Handi-Care Intl.**  
**We Can Make Difference**

Empowering children and adults with disabilities with high support needs through therapeutic intervention and life skills training across Tenkasi District, Tamil Nadu.

SINCE INCEPTION

**768**

PERSON WITH  
DISABILITY  
SERVED

**1536**

CAREGIVERS  
EMPOWERED

**73%**

SERVICE USERS WITH IMPROVED  
LIFE SKILLS.

Reporting Period: April 1, 2025 – March 30, 2026 | Programme: Rehab Centre for Children and Youth with Disabilities |

Location: Tenkasi District, Tamil Nadu

## SECTION 1

# Programme at a Glance

8

REHAB CENTRES  
FOR CHILDREN AND  
YOUTH WITH  
DISABILITIES

177

SERVICE USER  
CURRENTLY  
SUPPORTED

201

TOTAL SERVICE USERS  
SUPPORTED (APR 2025  
– MAR 2026)

402

FAMILY MEMBERS  
EMPOWERED

25,728

TOTAL THERAPEUTIC  
AND TRAINING  
SESSIONS DELIVERED  
THIS YEAR

## KEY OUTCOMES

- 73% of children showed measurable academics improvement
- 53% of adults showed measurable improvement in vocational training

## SECTION 2

# Programme Overview

The rehab centres for children and youth with disabilities established by Amar Seva Sangam provide comprehensive therapeutic services and life skills training for children and adults with high support needs.

This program is supported by the Enabling Inclusion app (<https://earlyintervention.amarseva.org/mvbr-ei-app/>) designed by Amar Seva Sangam and now used by multiplied NGOs and government institutions across India. The Enabling Inclusion app allows for systematic tracking of children and youth development, individualized therapy and vocational training planning, scheduling and consistent follow-up across community centres. It also has a parent log in feature which allows parents to track their child's goals, therapy plans, progress, schedule and provide their feedback of the program. Parents/caregivers supervise the day-to-day activities of these centres.

Two types of services are offered for different age categories.

### Day Care Service

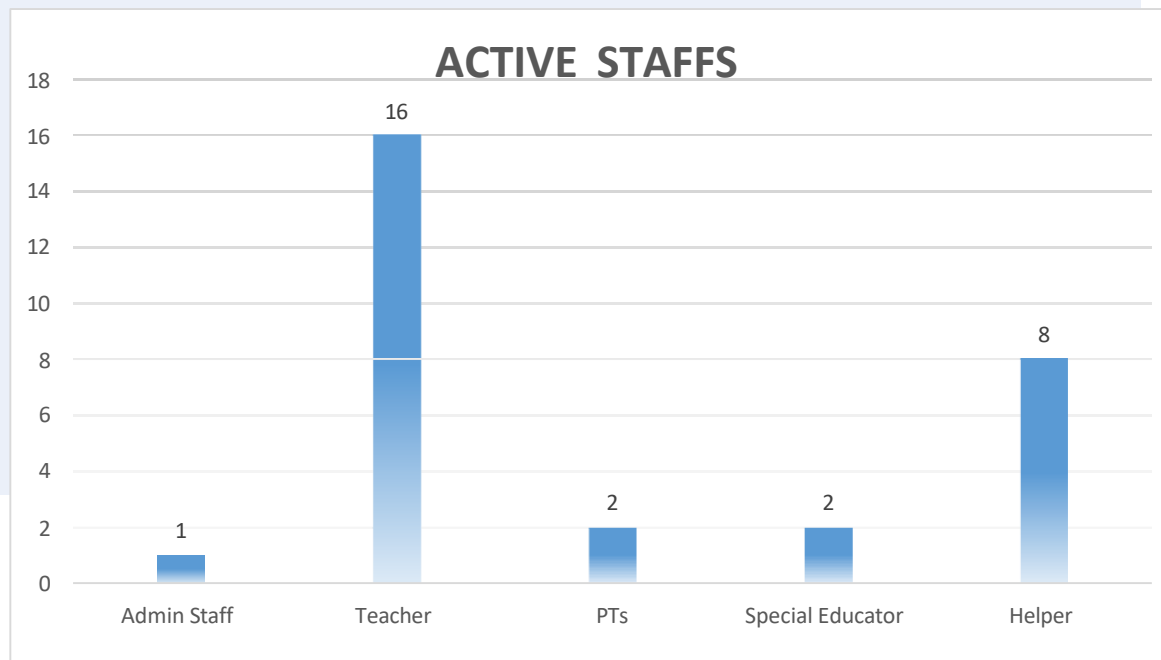
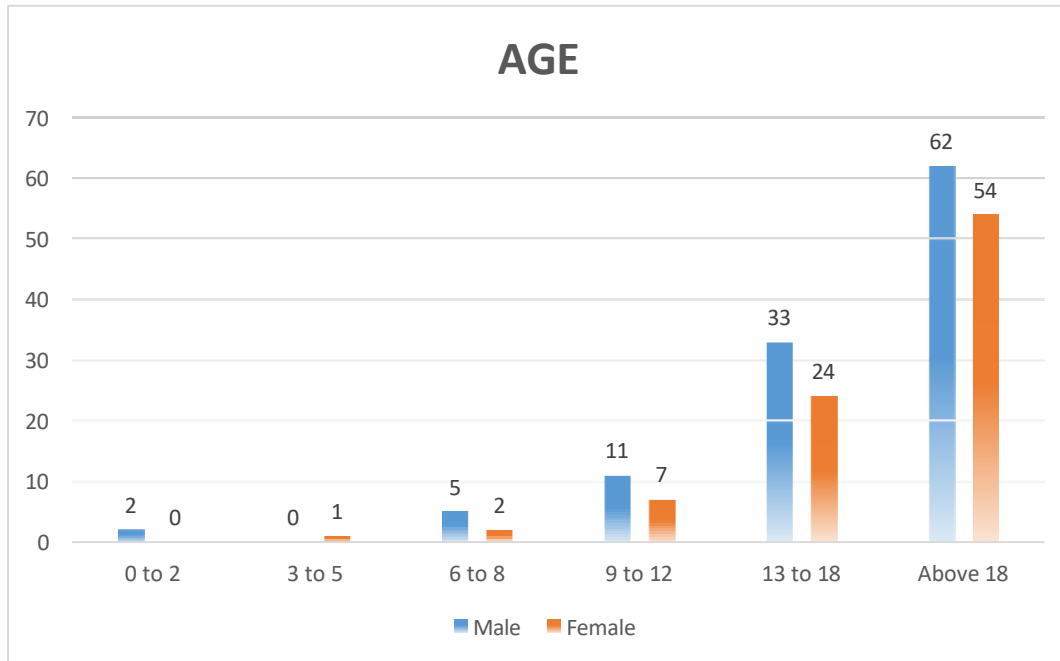
Children aged 5 to 17 years are admitted here. Self-care, functional education and prevocational skills training are taught to students.

### Vocational Skills Training

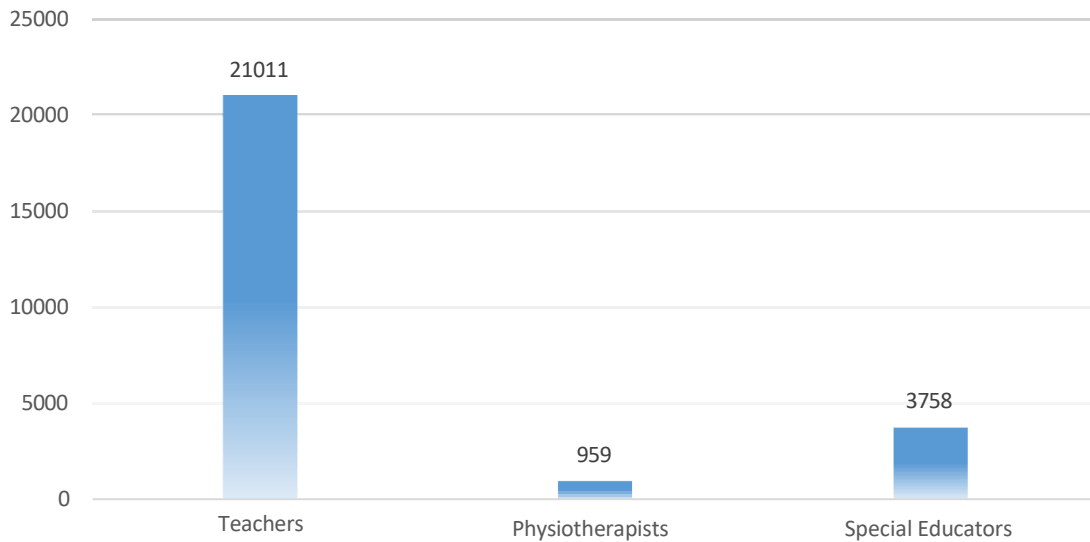
Services are provided to adults aged 18 to 40 with intellectual and developmental disabilities. Self-care training, functional education, prevocational skills training, vocational skills training and group employment are promoted.

# SECTION 3

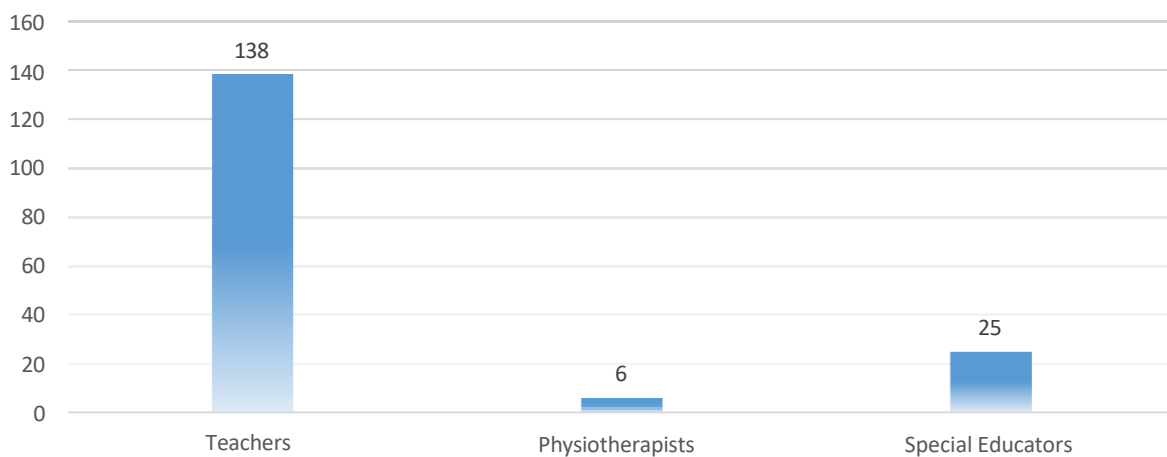
## Key Indicators



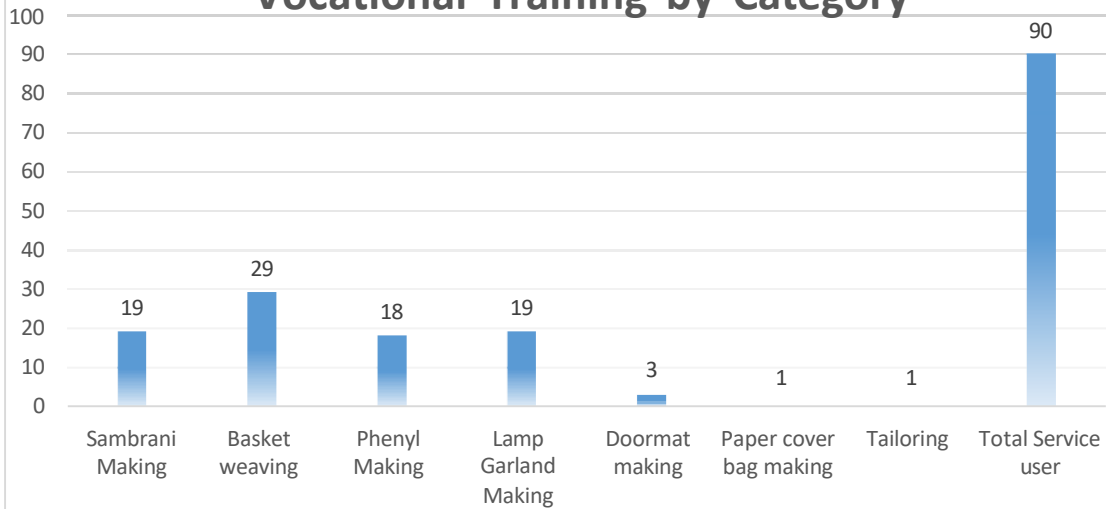
## Therapy Sessions Delivered This Year



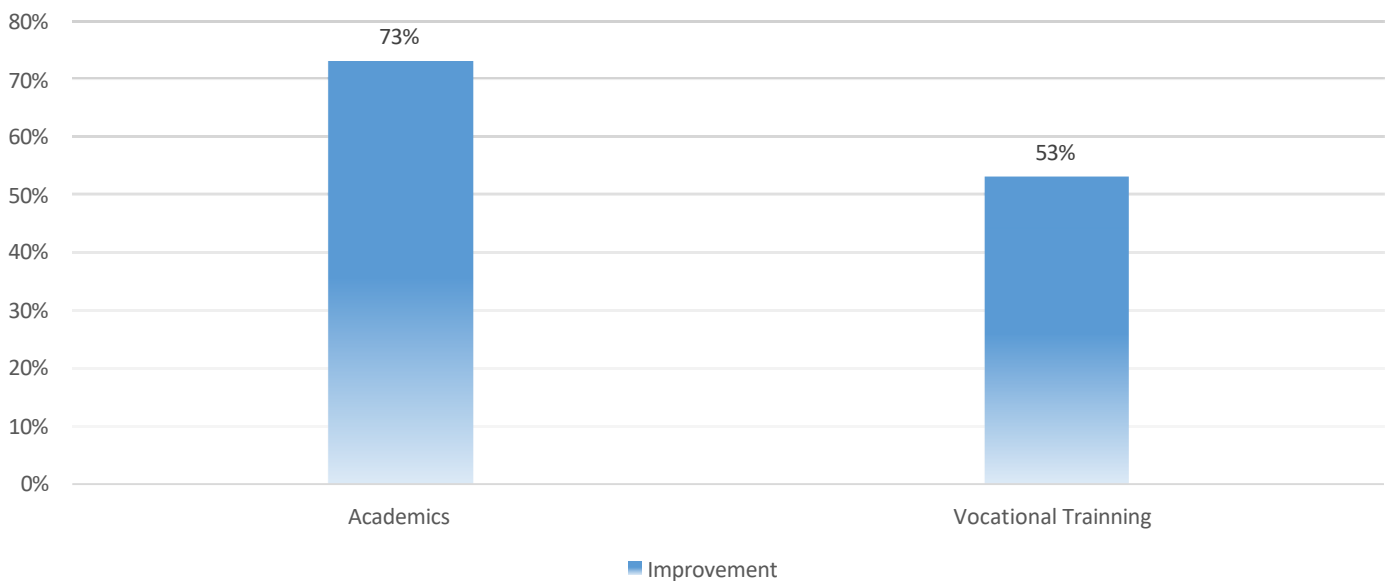
## Therapy Sessions Per Service User This Year



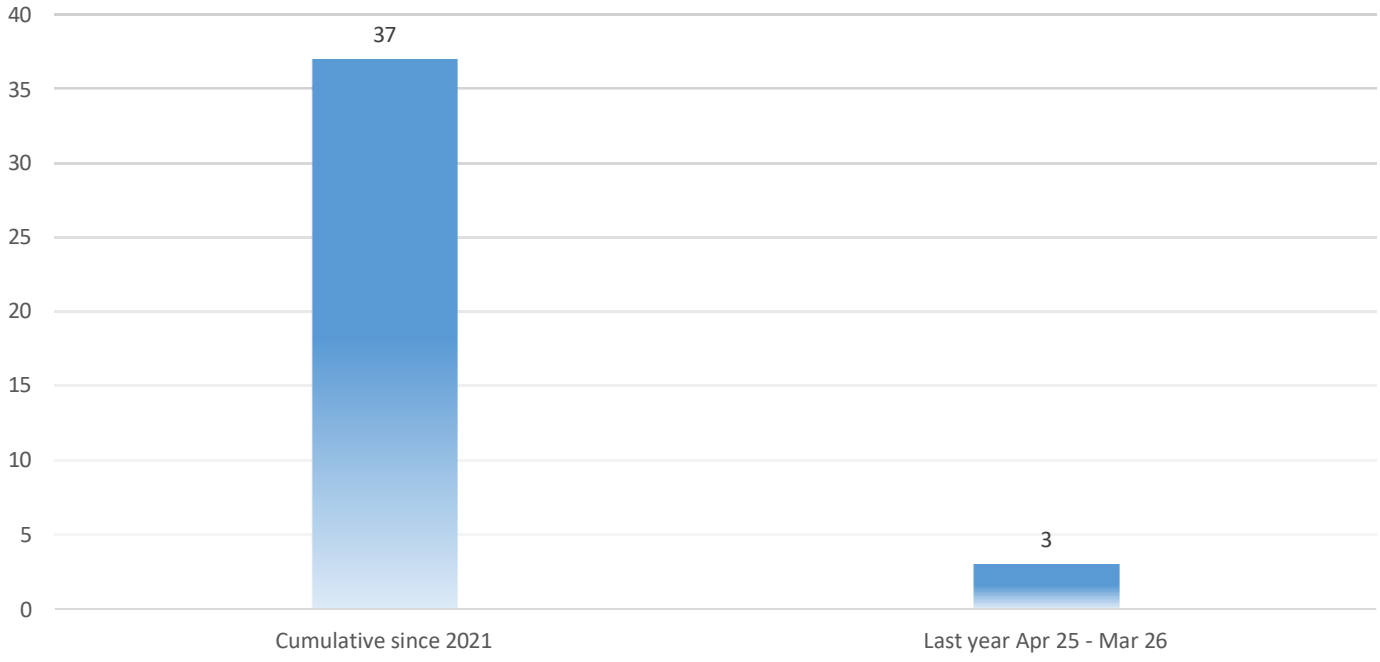
## Number of Service Users Engaged in Vocational Training by Category



## Percentage of Service User with Measurable Improvement



## Assitive Technology Provided



## Assitive Technology Delivered Last Year





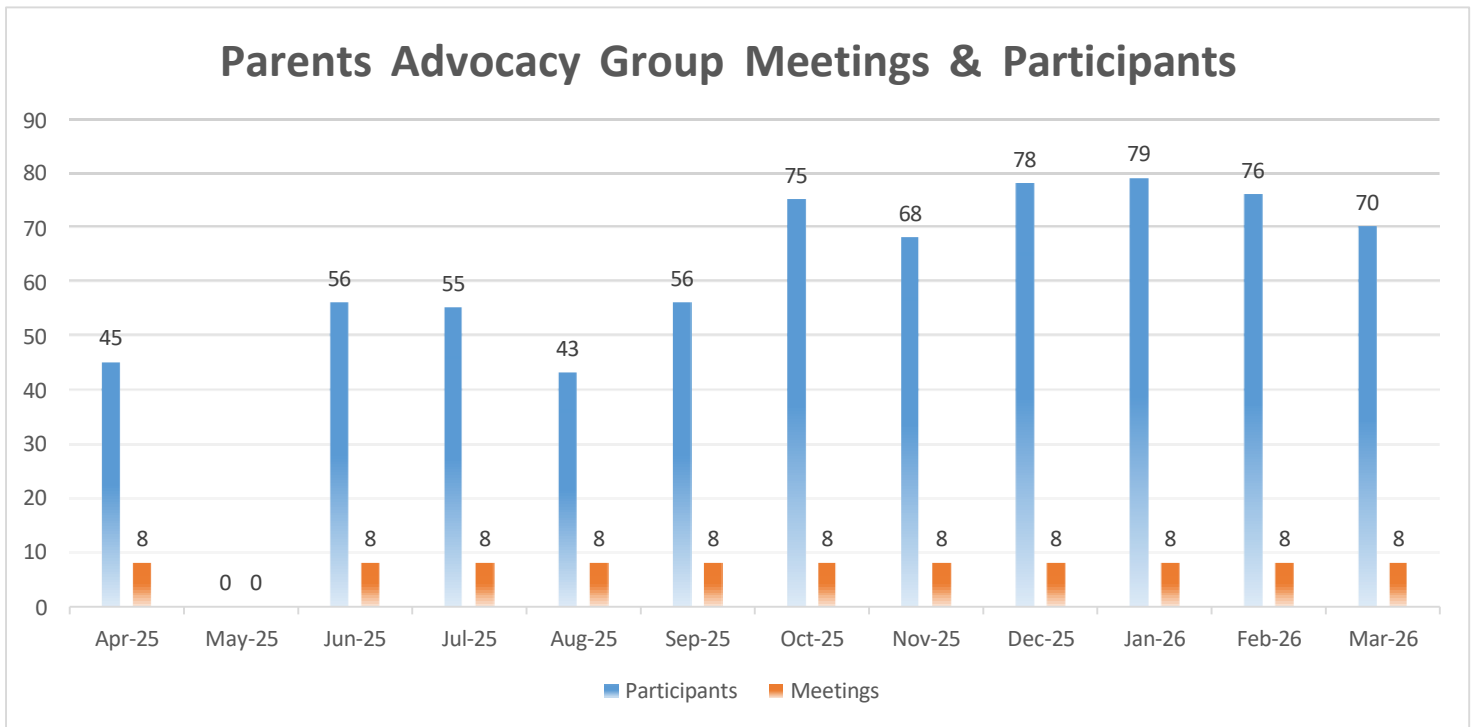
## Service User Benefiting from Assistive Technology



# SECTION 4

## Parent Advocacy Group

Regular parent advocacy group meetings were held to empower families with knowledge, peer support, and skills to advocate for their children's rights and wellbeing. Below is a summary of the 2025-26 meeting schedule and topics covered.



#	MONTH	TOPIC COVERED
1	April	Regular centres needs discussed
2	May	summer vacation holiday
3	June	Regular centres needs discussed
4	July	Regular centres needs discussed
5	August	Nutrition
6	September	safety
7	October	Self care
8	November	Exercise
9	December	Training Dressing Skills
10	January	Maintaining Personal Hygiene Habits for a Person with Disabilities
11	February	Menstrual Care Tips
12	March	Challenges Faced by Children with Disabilities and Ways to Address Them

## SECTION 5

### **Vocational Skill Development & Financial Empowerment:**

#### **Key Stories from the year :**

##### **Vocational Skill Development & Financial Empowerment:**

Through various vocational activities, service users actively participated in productive skill-building opportunities, enhancing their confidence and promoting independent living. During this year, products worth **₹65,809** were sold through vocational initiatives. From this income, a total stipend amount of **₹34,153** was distributed directly to the service users' bank accounts. In addition, new creative vocational skills such as Hairband Accessories making and Anklets crafting were introduced, expanding learning opportunities and encouraging innovation among participants.

## SECTION 6

# Case Study

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### Identification Details:

- Name: \*\*\*\*\*
- Date of Birth: 31.07.2012
- Date of Admission: 08.07.2022
- Gender: Female
- Disability: Intellectual Disability
- Location : Shenkottai, Tenkasi District.

### Family Background

- First-born child in the family, with one younger sister
- Parents are employed as daily wage labourers
- Belongs to a nuclear family setup
- Family has a low socio-economic status, with an approximate annual income of ₹10,000

### Medical and Developmental History

- **Birth history:** Normal delivery
- **Developmental history:** No significant delays reported
- **Medical history:** No known medical complications

### Functional Status at the Time of Enrolment (08 July 2022)

At the time of admission to the Shenkottai Centre, she presented with:

- Out of school due to:
  - Difficulty in understanding academic concepts
  - Challenges in communication and social interaction
- Dependent in Activities of Daily Living (ADLs):
  - Eating
  - Dressing
  - Bathing
  - Grooming
- Limited functional independence and social participation

### Intervention Provided (Special Education Focus)

A structured special education program was implemented with emphasis on:

- Self-care training to enhance independence in daily living
- Development of functional literacy skills
- Training in basic numeracy skills
- Communication skill development for effective interaction
- Teaching social and safety skills to improve community participation

## Current Functional Status (February 2026)

Following consistent centre-based intervention and regular follow-up since 2022, she has shown significant functional gains:

- Independent in self-care activities:
  - Eating
  - Dressing
  - Bathing
  - Grooming
- Functional literacy achieved:
  - Able to read and write her name
- Basic numeracy skills developed:
  - Able to perform addition up to 10
- Improved communication and social interaction:
  - Communicates appropriately with family members, peers, and teachers

## Outcome Summary

- Demonstrates steady and meaningful progress across self-care, academics, and social domains
- Improvements attributed to:
  - Consistent special education intervention
  - Regular follow-up
  - Active parental involvement

## Progress Report:

#	Domains	Apr-25	Dec, 2025
1	MATHS	14%	38%
2	READING	19%	20%
3	WRITING	31%	40%
4	TIME	14%	14%
5	SOCIAL SKILLS	55%	62%

